



# Student ADA Handbook

**CRAVEN**

COMMUNITY COLLEGE

Revised 10/2019

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## INTRODUCTION

This handbook will explain how to request accommodations and access Disability Services at Craven Community College, as well as other support services offered at the college. This handbook serves as a guide to the policies, processes, and procedures in regards to requesting and receiving Americans with Disabilities Act (ADA) accommodations on campus.

The handbook also provides: (1) the entire accommodation process, (2) information regarding various disabilities, (3) documentation guidelines, (4) policies on confidentiality, service animals, and alternate formats for printed materials, and (5) procedures for grievance or appeals processes. A building accessibility map, a list of support services on campus, and a list of local, state, and national resources can also be found in this handbook.

**DISABILITY RIGHTS**  
**ARE CIVIL RIGHTS**

## LAWS REGARDING STUDENTS WITH DISABILITIES

### SECTION 504 OF THE REHABILITATION ACT<sup>1</sup>

Section 504 of the Rehabilitation Act of 1973 states that..."No otherwise qualified individual with a disability in the United States...shall solely by reason of ...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

A disability is defined as "...any person who (1) has a physical or mental impairment which substantially limits one or more life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

"Under the provisions of Section 504 of the Rehabilitation Act of 1973... colleges may not discriminate in the recruitment, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in the benefit from all educational programs and activities."

### AMERICANS WITH DISABILITIES ACT (ADA)

"The Americans with Disabilities Act of 1990 gives civil rights protections to individuals with disabilities. Title II of ADA prohibits discrimination against qualified individuals with disabilities in all programs, activities, and services of public entities."

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<sup>1</sup> Disability Services Resource Guide, NC Community College

## NON-DISCRIMINATION POLICY

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act (the “Disability Laws”) require that no qualified individual with a disability be excluded from participation in or be denied the benefits of any of Craven Community College’s services, programs, or activities on the basis of his or her disability. Individuals with disabilities (i.e., individuals who have a mental or physical disability that substantially limits one or more major life activities, who have a record of such an impairment, or who are regarded as having such an impairment even if they do not) may not be subjected to retaliation, intimidation, or other mistreatment on the basis of their assertion or enforcement of these rights. Similarly, the college will not discriminate against eligible students in College services, programs or activities on the basis of their relationship or association with an individual with a disability.

It is the College’s policy to comply with the Disabilities Laws by providing reasonable modifications in its rules, policies and practices, by removing architectural, communication and transportation barriers, and by providing auxiliary aids and services, when necessary to insure that individuals with disabilities who meet the College’s essential eligibility requirements for the receipt of services or participation in College programs or activities are afforded opportunities equal to those of non-disabled individuals. Students with disabilities who desire access to College services, programs or activities are encouraged to request accommodation of the disabilities.<sup>2</sup>

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<sup>2</sup> Craven Community College, Student Handbook and Planner, 2018-2019

## POLICES AND PROCEDURES REGARDING ADA ACCOMMODATION

If you believe that disability-related issues have affected or may affect your academic progress, you may voluntarily supply documentation about the disability and its specific impact on your educational experiences. If you supply such documentation, we will keep it confidential and use it only as part of our efforts to increase access by individuals with disabilities in accordance with ADA mandates. If you choose not to supply this information, you will not be eligible for accommodations.

### THE PROCESS FOR RECEIVING DISABILITY ACCOMMODATIONS

If you feel that you need accommodations you will need to complete the following steps to request accommodations as soon as possible. Ideally, accommodations should be requested three weeks before the start of each semester. If accommodations are required for placement testing, all documentation should be received prior to scheduling the placement test if possible. Any accommodations that may require auxiliary aids or information in alternate format will be fulfilled as soon as possible.

#### **Step 1:**

The Student Request for ADA Accommodations Form must be completed and turned in to the ADA Coordinator, Student Center, Room 121. This form must be accompanied by medical documentation that supports your request for accommodations. (Refer to Documentation Guidelines on p.27 of this handbook)

#### **Step 2:**

The ADA Coordinator will confirm that all documentation is complete and that you are qualified for services. A discussion about requested accommodations will take place between the ADA Coordinator, Student, and Faculty. The ADA Coordinator will determine what accommodations can be awarded and an ADA Accommodation Award Form will be completed for each class, or placement test the student is registered for.

**Step 3:**

- ✓ The form is completed in triplicate and signed by the student and ADA Coordinator, and then signed by the faculty assigned to each course
- ✓ For all seated courses, the student will be responsible for obtaining the faculty signature. For online courses, the ADA Coordinator will scan in and email the award form to online instructors
- ✓ The original top copy of the triplicate must be returned to the disabilities office once all signatures have been acquired by the student for accommodations to be finalized.

**ONCE ACCOMMODATIONS ARE ESTABLISHED**

Once a student has provided the necessary documentation to determine eligibility students will not be required to resubmit documentation unless additional accommodations are requested at a later date and the current documentation does not fully support the request.

**Students must request new accommodation award forms each semester or with each newly enrolled course.** If students do not want to request any changes to their awarded accommodations, then they can contact the ADA Coordinator or Administrative Assistant for Academic Support and request that accommodation award forms be completed for the current semester courses and pick them up once they are ready.

If students believe they may need modifications to their currently awarded accommodations, then an appointment must be made with the ADA Coordinator to discuss those requested modifications. Modifications may be awarded based on current documentation or further documentation could be required in order to award any requested modifications. Modifications are considered on a case-by-case instance.

**TEMPORARY ACCOMMODATIONS**

Some disabilities are temporary and may require accommodations for a limited time. Each case is considered individually. The following documentation may be requested:

- ✓ Letter on letterhead from a qualified professional stating the diagnosis and the functional limitations necessitating the accommodations and estimated length services will be needed

Services will be provided for an appropriate number of working days, months, or semesters based on the nature of the disability and supporting documentation.

## TESTING ACCOMMODATIONS

Students that are awarded testing accommodations will need to have a conversation with his/her instructor to determine how this accommodation will be provided to the student. Generally, faculty are trained to send any test that require testing accommodations to the testing center on the New Bern and Havelock campuses. The testing center staff are familiar and trained on how to administer test receiving ADA Accommodations. If for some reason a student feels that they are not receiving their ADA testing accommodations, they should make the testing center staff aware of the issue immediately and not take the test until the issue is resolved. If a student completes the test and then realizes he/she may not have received his/her testing accommodations for some reason he/she should go directly to the instructor for resolution. If an acceptable resolution is not reached with the instructor, the student should go directly to the ADA Coordinator and make them aware of the situation. The ADA Coordinator will mediate a quick resolution.

## TESTING ACCOMMODATIONS FOR GED OR HISET EXAMS

Testing accommodations for the official GED or HiSET exams cannot be obtained through Disability Services at the college. An official request for accommodations must be requested through the GED Testing Services provider. Students who require testing accommodations for the official GED test can do so by visiting this link:

[https://ged.com/about\\_test/accommodations/](https://ged.com/about_test/accommodations/)

If an individual is planning to complete the HiSET exam, accommodations must be requested through Educational Testing Service (ETS). The link to request accommodations is:

<https://hiset.ets.org/requirements/disabilities/>

## STUDENT DISABILITY APPEAL PROCEDURE

Craven Community College does not discriminate against any individual on the basis of race, color, national origin, sex, age, religion, disability, or sexual orientation in its educational programs and activities or employment practices. Also, no qualified student with a disability should be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any college program or activity, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title III of the Americans with Disabilities Act (ADA).



In response to a request made by a qualified student with an appropriately documented disability, the college will arrange for the provision of reasonable academic adjustments (e.g., extended time on exams, course substitution, etc.) and auxiliary aids and services (e.g., alternate formats of printed materials, sign language interpreter, etc.) determined by the college to be necessary to afford the student the opportunity to participate fully in college programs. It is the responsibility of the ADA Coordinator, to uphold the rights of a student to secure access and accommodations in accordance with Section 504 and the ADA.

Students may appeal decisions regarding the determination or provision of reasonable academic adjustments or auxiliary aids and services. The following procedures address judgments of disability status and/or provision of 39 accommodations. Any student of Craven Community College may use this procedure. Students should initiate the appeal process within 15 calendar days of the judgment they wish to appeal. This procedure is not intended to replace or duplicate existing grievance procedures, including informal consultation and formal complaint procedures under college policy.

Should a student feel he/she has not been treated in a fair or professional manner with regard to access and accommodations, the student is encouraged to follow the procedures described. The college maintains a philosophy of student self-advocacy and the right to pursue an appeal through the formal appeal process. However, prior to initiating the formal appeal procedure, it is recommended that the student make every attempt to resolve the issue in an informal manner.

Retaliation against persons who file an appeal, bring complaints of discrimination in good faith, or assist in a related investigation is prohibited.

### ***Informal Resolution***

#### **Student Responsibilities:**

1. The student should discuss his/her concern(s) regarding the determination of disability status or provision of academic adjustments or auxiliary aids and services with the appropriate instructor, department chair, or director directly, unless extenuating circumstances prohibit doing so.
2. If a conversation with the appropriate college instructor, department chair, or director does not resolve the issue, the student should then discuss the problem with the head of that department or office.
3. If a meeting with the instructor, department chair or director does not resolve the issue, the student should discuss the concern(s) with the ADA coordinator.
4. If the ADA coordinator is unable to assist in informally resolving the concern(s), the student will be referred to the formal appeal procedure.

5. If the ADA coordinator is involved in the concern(s), the student may skip step 3 and follow formal appeal procedures.

***Formal Student Disability Appeal Procedure***

1. Appeals of decisions regarding the determination or provision of academic adjustments or auxiliary aids and services must be in writing. Students should initiate the appeal process within 15 calendar days of the judgment they wish to appeal.
2. The student's written statement must include:
  - a) a clear statement of the request or concern;
  - b) the grounds on which the appeal is based;
  - c) the date of any action that the student is appealing;
  - d) the names of all Craven Community College employees involved;
  - e) a summary of the action(s) the student has taken to resolve the matter informally, if any; and
  - f) a statement of the student's expectation of specific outcome.
3. The written appeal must be submitted to the Vice President for Instruction.

Vice President for Instruction  
 Craven Community College  
 800 College Court  
 New Bern, NC 28562

4. Upon receipt of the appeal, the Vice President for Instruction or his/her designee will review the appeal for timeliness and appropriateness for this appeal procedure and will provide the student with written notice acknowledging its receipt within 10 working days.
5. The Vice President for Instruction or his/her designee will initiate a campus investigation within 10 working days and may seek other expertise in making a final decision.
6. The Vice President for Instruction or his/her designee will meet with both the complainant and respondent to provide opportunity for oral testimony and evidence.
7. Upon completion of the investigation, the Vice President for Instruction or his/her designee will submit to the student, the party against whom the appeal is directed, and the college's ADA coordinator, a final report containing a summary of the investigation and the outcome of resolution within 15 calendar days of the initial filing or sooner if time is of the essence to the matter.
8. The formal appeal file and the final decision shall be confidential, but the final decision shall be provided to the complainant, the respondent, and the college's ADA Coordinator.

9. The formal appeal file and all investigation materials shall be maintained in the office of the Vice President for Students until the student leaves the college.

## **STUDENT GRIEVANCE PROCEDURE**

Per the college's established Student Grievance Policy, the purpose of this student grievance procedure is to provide equitable and orderly processes to resolve grievances other than grade appeals by students at Craven Community College.

### **Step 1:**

Recognizing that grievances should be raised and settled promptly, a grievance should be raised within ten calendar days following the event giving rise in the grievance. As the first step, the student should contact the college employee who would best be able to handle the grievance (e.g., the person with whom the student has a difference or dispute). Every reasonable effort should be made by all parties to resolve the matter informally at this level, and no written records of the matter will be placed on the student's official file.

### **Step 2:**

If the student is not satisfied with the disposition of the grievance at the first step, he/she may file a written appeal to the immediate supervisor of the employee involved within five calendar days of receipt of the decision given in the first step. Within five calendar days of the supervisor's receipt of the written appeal from the student, he/she will notify the employee and notify the student of the time and place of a meeting to discuss the grievance. Such a meeting must be held no later than ten calendar days after receipt of the written appeal by the student. At this point, the college employee involved may respond in writing to the grievance.

### **Step 3:**

If the student is not satisfied with the disposition of his/her grievance by the supervisor of the employee involved, the student may request a hearing with the appropriate Vice President for Students within five calendar days after receipt of the disposition of the grievance at the second step.

- If, in the Vice President's discretion, the appeal and record of previous actions indicate an appeal is not warranted, the Vice President will notify the student, employee and supervisor of his/her decision within five calendar days after receipt of the appeal.
- If the Vice President grants the appeal, the Vice President may either hear the appeal himself/herself or appoint an ad hoc hearing committee. The Vice President will notify the student, employee and supervisor within five calendar days after receipt of the

appeal as to whether the Vice President or an ad hoc committee will hear the appeal. If the Vice President hears the appeal himself/herself, the Vice President will set a date for a meeting and notify the student of the time and location in which the meeting will take place, but the meeting will take place no later than ten calendar days after receipt of the written appeal by the student. The Vice President will notify the student, employee and supervisor of his/her decision within five calendar days after hearing the appeal.

- If, in his/her discretion, an ad hoc committee is desired, the Vice President will appoint the ad hoc committee within five calendar days after receipt of the written appeal. The ad hoc committee will consist of five disinterested persons, including student representation, from the college. The Vice President shall designate the chairperson of the committee. Within five calendar days after the ad hoc committee has been appointed by the Vice President, the chairperson of the ad hoc committee will set a time and place for the hearing and will notify the student, the employee and the employee's supervisor. The hearing will begin within ten (10) calendar days after the ad hoc committee has been appointed. The ad hoc committee will reach its decision by simple majority vote and communicate its recommendation in writing to the Vice President within five calendar days after the hearing is completed.

Within ten (10) working days of the Vice President's receipt of the recommendation from the ad hoc committee, the Vice President will make his/her decision and notify the student, the employee involved and the employee's supervisor of this decision. A copy of the appeal, the recommendation of the committee and the decision of the Vice President will be placed in the student's official file. The decision of the Vice President is final.

#### **Step 4:**

If the student is not satisfied with the disposition of his/her grievance by the college, the student may file an appeal with the Consumer Protection Division of the North Carolina Department of Justice. Please visit the State Attorney General's website at: <http://www.ncdoj.gov/complaint>. North Carolinians may call 1-877-566-7226. Outside of North Carolina, may call 919-716-6000.

If you choose to mail your complaint, please mail to:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001

### **Time Limitations for Grievances**

**Extension of Time:** It is important that grievances be initiated and processed as rapidly as possible. Every effort will be made by all parties to expedite the process. The time limitations specified herein may be extended by written mutual agreement initiated by either party.

**Effect of failure to appeal within time limits:** If there is no written mutual agreement to extend the time limit set herein, and if a decision at the first step is not appealed to the next step of the procedure within the specified time limit, the grievance will be deemed settled on the basis of the last decision rendered.

**Effect of failure to respond within the time limits:** Failure at any level of the grievance procedure to initiate communication of a decision to the student within the specified time will permit the lodging of an appeal at the next step of the procedure within the time which would have been allotted had the decision been communicated on the final day.

## DISABILITY CONTACT PERSONNEL

### New Bern Campus

Catherine Decker  
Director, Academic Support Center  
ADA Coordinator  
Ward Hall, Room 100E  
800 College Court  
New Bern, NC 28562  
252-638-1213  
[deckerc@cravencc.edu](mailto:deckerc@cravencc.edu)

Dianne Meadows  
Administrative Assistant for Academic Support  
Student Center, Room 120  
800 College Court  
New Bern, NC 28562  
252-638-1454  
[meadowsd@cravencc.edu](mailto:meadowsd@cravencc.edu)

### Havelock Campus

Michelle Davis  
Manager, Academic Skills Center/ADA Liaison-Havelock  
Redd, Room 132  
305 Cunningham Blvd.  
Havelock, NC 28532  
252-444-6117  
[davism@cravencc.edu](mailto:davism@cravencc.edu)

## STUDENT RIGHTS AND RESPONSIBILITIES

### STUDENT RIGHTS

- Equal access to courses, programs, services, jobs, and activities offered by the college
- Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services
- Confidentiality of information regarding their disability as applicable laws allow
- Information available in accessible formats

### STUDENT RESPONSIBILITIES

- Meet qualifications and maintain essential institutional standards for the programs, courses, services, and activities
- Self-identify disability status in a reasonable and timely manner
- Provide disability documentation from a qualified professional that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities
- Follow published procedures for obtaining academic adjustments, and/or auxiliary aids and services

## COLLEGE RIGHTS AND RESPONSIBILITIES

### COLLEGE RIGHTS

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate students on this basis
- Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that impose a fundamental alteration on a program or activity of the college.

### COLLEGE RESPONSIBILITIES

- Accommodate the known limitations of an otherwise qualified student with a disability
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities
- Maintain appropriate confidentiality of records and communication, except where permitted or required by law
- Maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction



## DIFFERENCE BETWEEN PUBLIC SCHOOL AND COLLEGE WITH REGARDS TO ADA

### APPLICABLE LAWS

#### Public Schools:

Individuals with Disabilities Education Act (I.D.E.A)

#### Post-Secondary Schools:

Americans with Disabilities Act (A.D.A)

Section 504 of the Rehabilitation Act

### REQUIRED DOCUMENTATION

#### Public Schools:

Individualized Education Plan (IEP) occurs after evaluation and placement in Exceptional Children Services

School provides evaluation at no cost to student

School re-tests over time

#### Post-Secondary Schools:

Varies depending on the disability; must include testing documentation

Student is responsible for paying for evaluation

Student provides re-testing

### STUDENT ROLE

#### Public Schools:

Student is identified by the school

School sets up accommodations

#### Post-Secondary Schools:

Student self-identifies to appropriate college staff

Student is responsible for securing accommodations

### PARENTAL ROLE

#### Public Schools:

Access to student records

Participation in accommodations

Mandatory involvement

#### Post-Secondary Schools:

No access to student records without the student's written consent

Student requests accommodations

Student is self-advocate

## INSTRUCTORS

### Public Schools:

- Modification of curriculum
- Use of multi-sensory approach
- Weekly testing, mid-term, final, and graded assignments
- Attendance taken and reported

### Post-Secondary Schools:

- Not required to modify
- Lecture is predominant
- May test once or twice with few assignments
- Attendance often not taken but student can be dropped after 10%

## SELF-ADVOCACY

Self-Advocacy is the act of representing oneself or one's views or interest. It is vital for all students to learn how to speak up for yourself and make informed choices. In doing so individuals need to know how to access information, build support, and know your rights and responsibilities. As self-advocacy relates to ADA, individuals should know his/her rights under the ADA and Section 504 of the Rehabilitation Act laws in order to ensure you receive equal access to all college services.

Individuals need to know how to ask for help and how to ask questions. It is important that students feel comfortable talking about his/her disability with the disability services staff. It is vital for individuals to know how to approach instructors for requested accommodations and when to make someone aware that things are not going like you want them to in relation to your accommodations.

The ADA Coordinator works as your advocate but also works as an advocate for the school. It is important that you report any issues or concerns related to your ADA Accommodations to the ADA Coordinator as soon as possible. Delays in reporting issues can result in a negative impact on your grades or over-all experiences on campus. Please remember, you have the right and responsibility to make the ADA Coordinator aware of any issues you are experiencing on campus related to your ADA request for accommodations.

### **Tips for Student Self-Advocacy**

- Self-identify as having a disability to the Disability Services staff before registering for classes or scheduling a placement test if possible
- Make timely request for accommodations each semester (a week prior to each semester if possible)
- Provide official medical or other diagnostic documentation that support your request for accommodations
- Introduce yourself to your instructor when you take the ADA Accommodation Award Form for the instructor signature and have a conversation about how the accommodations will be delivered to you. Each instructor may provide the accommodation differently. You do not have to tell the instructor anything about your disability.
- Communicate with the ADA Coordinator if any concerns or problems arise in regards to your accommodations

## CONFIDENTIALITY

If you believe that disability-related issues have affected or may affect your academic progress, you may voluntarily supply documentation about the disability and its specific impact on your educational experiences. If you supply such documentation, we will keep it confidential and use it only as part of our efforts to increase access by individuals with disabilities in accordance with ADA mandates.

Specific information regarding a student's particular disability will not be shared with a third party, including faculty, without the student's express permission. Students have a right to confidentiality of all disability related information. It is the student's right to disclose or not disclose specific information regarding his/her disability to his/her instructors. Instructors must provide awarded accommodations as they are written, regardless of what knowledge they may or may not have related to your disability.

All request for accommodations and awarded accommodations remain in the Office of Disability Services and are not reported or noted on a student's transcript.

## SERVICE ANIMAL POLICY

“Under the ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability.”<sup>3</sup> Dogs and/or miniature horses are the only animals designated as service animals under ADA law. If you have a service animal that performs a task directly related to your disability, then you do not need a written accommodation form to have the animal on campus.

Staff, faculty, or security may approach you and ask you two questions to determine if your service animal qualifies to be on campus without an ADA accommodation.

1. Is that a service animal?
2. What task does the animal perform?

When your service animal is on campus you are responsible for keeping the animal under control at all times and are responsible for cleaning up after the animal in all areas of the campus. If the service animal is out-of-control, causes disruptions, or threatens others safety you may be asked to remove your service animal from campus.

Emotional support, therapy, comfort, or companion animals are not considered service animals under ADA law, however, a student can request an accommodation for such an animal under Section 504 of the Rehabilitation Act. Student’s seeking to have this accommodation must complete the Student Request for Accommodations Form and provide supporting documentation for the request. The ADA Coordinator will determine if a student is eligible for such an accommodation.

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<sup>3</sup> Frequently Asked Questions about Service Animals and the ADA,  
[https://www.ada.gov/regs2010/service\\_animal\\_qa.html](https://www.ada.gov/regs2010/service_animal_qa.html)

## ALTERNATE FORMATS FOR PRINTED MATERIALS

Students with disabilities who require alternate access to printed materials may receive their textbooks in an alternate format when available from publishers. If an alternate text is not available from the publisher, then other accommodations will be made. Eligibility for this accommodation is determined on an individualized basis.

Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc...) to the ADA Coordinator prior to receiving materials. Students should request alternate formats at least three weeks before the semester begins when possible. A delayed request for alternate formats will delay the coordinator's ability to fulfill the request. The ADA Coordinator will make every attempt to provide materials as promptly as possible, and in the format requested by the student.

Alternate formats may include, but are not limited to:

- E-text from the publisher provided to the student via email, flash drive or Microsoft 365
- Text scanned into a PDF format and shared with the student electronically
- Audiotape
- Large print
- Braille

## ASSISTIVE TECHNOLOGY

Disability Services have assistive technology available to students on campus, and as requested. Some of the available technologies available are listed below, but are not limited to:

- Table-top magnifiers are available in the Library, Testing Center, and Tutoring Center.
- Handheld magnifiers
- ECHO Smart-Pens and notebooks
- Wireless Key-U-See Keyboard and mouse with yellow keys and large type located in the Tutoring Center and Testing Center
- Dragon Naturally Speaking software
- Noise reduction headphones
- Kurzweil 3000 Software
- NVDA screen reader software applications on various computers on campus
- Amplified Stethoscope
- FM Transmitters

If a student checks out or request assistive technology they must sign an ADA Equipment Checkout Form provided by the ADA Coordinator. Students must agree to the following terms before taking possession of the equipment:

*I hereby certify that my name and contact information are correct. I understand that by signing out the equipment, I assume responsibility for its condition, and will accept any charges that go towards replacement or repair in the event that the equipment is lost or damaged.*

**NOTE: ALL EQUIPMENT MUST BE RETURNED At the end of every semester.** Students failing to return equipment by the end of the semester will have a hold placed on their student account and will be unable to register for courses until the equipment is returned. No exceptions.

Students interested in utilizing the equipment need to have a documented disability and awarded accommodations. Inquiries about the availability of the equipment can be made to the ADA Coordinator or Administrative Assistant for Academic Support in the Student Center, Room 121.

## NOTE-TAKER POLICY

Accommodations for a note-taker are awarded based on disability documentation and request. Craven Community College utilizes student volunteers who are attending the same class that a note-taker is requested for. Volunteers are compensated \$50 at the end of the semester if they fulfilled their note-taker duties completely.

Once an accommodation for a note-taker is awarded, the student will take the Accommodation Award Form to his/her instructor for signature and will provide the Note-taker Volunteer Verification Form to the instructor at that time. The note-taker will complete the form and return it to the ADA Coordinator in the Student Center, Room 121. At the end of the semester, the student who volunteered to take notes will need to obtain a Payment Voucher Form from the ADA Coordinator. The payment voucher will need to be signed by the instructor who's class the notes were taken in. Once the form is completed and returned to the ADA Coordinator, a \$50 check can be issued to the note-taker.

Anyone volunteering to be a note-taker must commit to the following duties:

- Take legible, detailed notes regularly in class
- Become familiar with using a designated copier (The instructor will provide this information)
- Provide copies of the notes to the instructor or student directly each time a class meets



## ORAL AND SIGN LANGUAGE INTERPRETORS

Oral or sign language interpreters can be provided by the college for students who are deaf or hard of hearing. Students are requested to contact the ADA Coordinator as soon as his/her class schedule is established or as soon as possible. If needed, an interpreter will be assigned to each of the student's classes and/or college-related events. Although every effort will be made for an interpreter to arrange a regular schedule with the student, any changes to rooms, day, or time that the class or event is scheduled must be communicated to the ADA Coordinator and the interpreter immediately.

**Students are requested to notify the disability staff AND the interpreter if he or she is unable to attend class or the appointment in which an interpreter has been scheduled, 24 hours prior to the meeting time. Failure to provide at least 24 hours' notice is considered a "No Show."**

**Three "No-Shows" for the same class in one semester will result in a required meeting with the ADA Coordinator and possible suspension of services.**

In the case of frequent absenteeism, no-show and tardiness in class the ADA Coordinator will meet with the student to discuss the situation. Students may be subject to suspension of services if the no-show behavior occurs the third time in one semester unless a good reason can be provided. Arriving late for class that has a scheduled interpreter four times in a semester will be considered one "no-show" unless a reasonable explanation for the tardiness is produced. Interpreters, generally, will only wait 15 minutes beyond the start of the assigned meeting time.

The student should discuss, with the interpreter, if communication problems occur or the student is having other problems with the interpreter. If the problem cannot be solved, then the ADA Coordinator should be contacted as soon as possible in order to resolve any issues or problems quickly.

If interpreting services are needed for any college-related event or service other than regularly scheduled class meetings, then the ADA Coordinator should be contacted in order to schedule an interpreter for the event or meeting.

**All requests for an interpreter should be made 24 hours PRIOR to the event or scheduled class.**

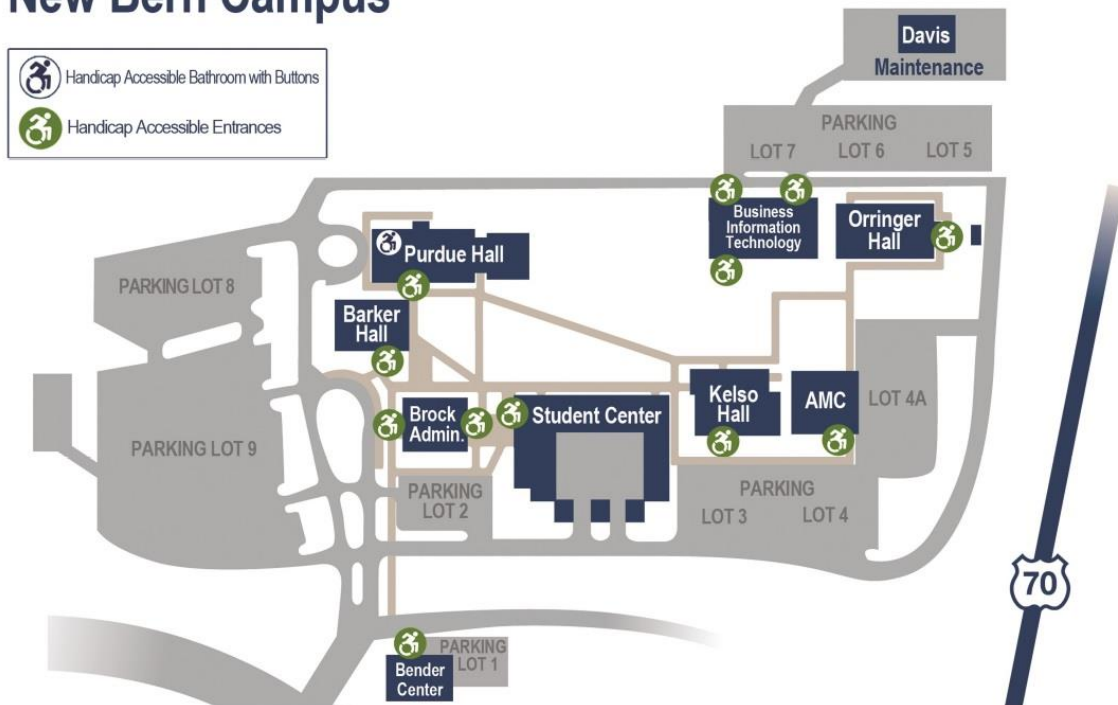
## EMERGENCY EVACUATION PLAN

At the beginning of each semester, students should identify if he or she will need assistance in exiting the building in case of an emergency. During the initial meeting between a student and the instructor to discuss any awarded accommodations is a good time to discuss a plan of action that will assist him/her in evacuating the classroom and/or building if necessary. Individuals that are wheelchair bound, or have mobility, visual, hearing impairments, or any other disability that might impair their ability to evacuate a classroom or building or follow evacuation instructions should have a plan of action each semester.

## BUILDING ACCESSIBILITY MAP

This map identifies all handicap accessible entrances and bathrooms with automatic doors that can be found on campus. Please report any issues or problems found related to these accessible areas to the ADA Coordinator.

## Welcome to Craven Community College New Bern Campus



## DOCUMENTATION REQUIREMENTS AND GUIDELINES

Documentation has two main purposes:

1. To establish that an individual has a disability
2. To describe and document the functional impact of the disability for use in establishing the need for and design of accommodations

Documentation should consist of an evaluation by an appropriate professional that relates the current impact of the condition to the request. The diagnostician must be an impartial individual who is not a family member of the student. Documentation should include:

- A diagnostic statement including the date of the most recent evaluation
- The current impact of or limitations imposed by the disability
- The expected duration, stability, or progression of the disability
- Recommended accommodations and alternatives if possible

Regarding Documentation:

- The amount and type of documentation will depend on the individual situation
- Documentation should be relevant and demonstrate the current functional impact of the disability
- Documentation should illustrate a connection between the impact of the disability, the described barrier, and the requested accommodation
- Colleges are under no obligation to follow IEP's or 504 Plans used in the public school system

Examples of Common Tests Used to Assess Adolescents and Adults:

- Aptitude
  - Wechsler Adult Intelligence Scale
  - Woodcock-Johnson Psychoeducational Battery—Test of Cognitive Ability
  - Kaufman Adolescent and Adult Intelligence Test
  - Stanford-Binet Intelligence Scale
- Academic Achievement
  - Scholastic Abilities Test for Adults (SATA)
  - Stanford Test of Academic Skills
  - Woodcock-Johnson Psychoeducational Battery—Tests of Achievement
  - Wechsler Individual Achievement Test (WIAT)

- Other Specific Achievement Tests
  - Nelson-Denny Reading Skills Test
  - Stanford Diagnostic Mathematics Test
  - Test of Written Language-3 (TOWL-3)
  - Woodcock Reading Mastery Tests—Revised
- Information Processing
  - Detroit Tests of Learning Aptitude –3 (DTLA-3)
  - Detroit Tests of Learning Aptitude—Adult (DTLA-A)
  - Information from subtests on WAIS-R
  - Woodcock-Johnson Psychoeducational Battery—Revised: Tests of Cognitive Ability

*(Documentation is not limited to the specific test listed here. They are merely examples of common test utilized to determine different types of disabilities)*

**Alternate formats of this handbook are  
Available upon request.**

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